Student's Name_____

Iowa Alternate Assessment 2009-2010 *Science Rating Scale* *Grade 8*		Check the box if the skill was already mastered (75% accurate or higher, not prompted) (no evidence needed)	Check the box if the skill was not taught (no evidence needed)	Check the box if full physical or full verbal prompts were used (the child was given the answer) (supporting evidence required)	Student Performance in Percent Accurate, minimum 4 trials. Record most recent performance (supporting evidence required)
Science Standard 1: Students can understand and apply skills used in scientific inquiry					
1.1	Identifies or states purpose of an experiment being conducted in class	☐	☐	☐	____ %
1. 2	Compares and makes conclusions about objects to determine differences in size (shorter/longer)	☐	☐	☐	____ %
1. 3	Compares and makes conclusions about objects of different weights to determine which is heavier/lighter	☐	☐	☐	____ %
1. 4	Observe items and draw conclusions as to texture (rough/smooth)	☐	☐	☐	____ %
1. 5	Observe items and draw conclusions as to the viscosity of different liquids	☐	☐	☐	____ %
1. 6	Observe items and draw conclusions about temperature (warmer/colder)	☐	☐	☐	____ %
1. 7	Labels the steps of the scientific process	☐	☐	☐	____ %
1. 8	Uses scientific tools for measurement of length (ruler)	☐	☐	☐	____ %
1. 9	Uses scientific tools of measurement of mass (scale)	☐	☐	☐	____ %
1. 10	Uses scientific tools of measurement of volume (teaspoons, measuring cups, beakers)	☐	☐	☐	____ %
1. 11	Draws conclusions from observations	☐	☐	☐	____ %
1. 12	Describes results and draws conclusions after an investigation	☐	☐	☐	____ %

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Science Standard 2: Students can understand concepts and relationships in life science					
2. 13	Given a variety of animals, identifies appropriate food sources	☐	☐	☐	____ %
2. 14	Identify and categorize types of fossils	☐	☐	☐	____ %
2. 15	Recognize that organisms not provided with food or water will die	☐	☐	☐	____ %
2. 16	Classifies the parts of a food chain (animals (including humans), plants, decomposers)	☐	☐	☐	____ %
2. 17	Identifies or produces a "complete" food chain (includes sun, producer, consumer)	☐	☐	☐	____ %
2. 18	Form conclusions about what happens when an area becomes overpopulated (for example, the deer population) (natural resources become less available)	☐	☐	☐	____ %
Science Standard 3: Students can understand concepts and relationships in Earth/space sciences					
3. 19	Differentiates solid rocks from soils	☐	☐	☐	____ %
3. 20	Classify earth materials as soil, water, sand, or rock	☐	☐	☐	____ %
3. 21	Identify earth materials that may appear in different land forms	☐	☐	☐	____ %
3. 22	Identify distinctive land forms (water, river, lake, beach, mountain, valley)	☐	☐	☐	____ %
3. 23	Recognizes that the surface of the earth changes by different processes and/or natural events (earthquakes, volcanoes, floods, erosion)	☐	☐	☐	____ %
3. 24	Labels, points to, or describes characteristics of clouds (color, shape)	☐	☐	☐	____ %
3. 25	Identify the sun, moon, and stars	☐	☐	☐	____ %
3. 26	Investigate the effect of sunlight on living things	☐	☐	☐	____ %
3. 27	Labels phases of the moon	☐	☐	☐	____ %

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Science Standard 4: Students can understand concepts and relationships in physical science.					
4. 28	Understands when balls are pushed, they roll	☐	☐	☐	____ %
4. 29	Understands when objects are dropped, they fall to the ground	☐	☐	☐	____ %
4. 30	Observe and draw conclusions that objects can move at different speeds	☐	☐	☐	____ %
4. 31	Observe and draw conclusions that objects can move at different speeds based on the amount of force applied	☐	☐	☐	____ %
4. 32	Explain what happens when mixing oil and water	☐	☐	☐	____ %
4. 33	Answers questions about changes in color of liquids that occur when food color is added to liquids	☐	☐	☐	____ %
4. 34	Describes what happens to water at different temperatures (liquid/ice)	☐	☐	☐	____ %
4. 35	Answers questions demonstrating knowledge that one characteristic of the sun is heat	☐	☐	☐	____ %